| | | B7-L1 |
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| **Write a Resume** | Core Competency: B7 | Level 1, Introductory |
| Construct a resume | | |
| Time to complete: 180 minutes | | |

| **Objectives** | Upon completion of this lesson students will be able to:<br>1. Identify the general rules for writing a resume.<br>2. Identify information needed to write a resume.<br>3. Construct a basic resume.<br>4. Identify action verbs which can be used to describe skills. |
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| **Cross Competencies** | H78 Demonstrate basic computer skills<br>H81 Demonstrate an ability to search for information on the internet |
| **Core Standards** | Career and Vocational/Technical Education: Content Standards 1 and 5<br>Workplace Competencies: Content Standards 1, 2 and 6 |

| **Resources** | | |
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| **Materials in Lesson Plan** | **Other Supplies Required** | **Supplemental Resources** |
| • B7L1WS1 How to Write a Good Resume<br>• B7L1WS2 Cartoon Character Resume<br>• B7L1WS3 Resume Data Sheet<br>• B7L1WQ1 Resume Writing | • Samples of Resumes<br>• Access to internet and computers<br>• JMG's Pocket Resume | • B7L1WQ1 Resume Webquest (included)<br>• *The Job Hunting Handbook*, 4th Edition, Dahlstrom & Co.<br>• About Finding A Job (free resource)<br>• Alternative Resumes for Teens<br>• Montana Career Information System<br>www.smartaboutcollege.org |

| **MCA** | **Portfolio Project** | **Guest Speakers** | **Program of Work** |
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| | Add resume to portfolio | Job Service | |
| **Civic Engagement** | **Indian Education for All** | **Career Pathways** | **Competitive Events** |
| Interview Fair | | | Telephone Techniques<br>Employment Prep |

| Suggested Instructional Approach | | Notes |
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| **Introduction** | Resume is a French word that means "a short history of one's life."  A resume (pronounced *rez-a-may*) is sometimes referred to as a personal data sheet.  It is basically an organized outline of information that is relative to getting the desired job.  In effect, it is an advertisement for the person.  Properly created, it can greatly enhance the chances of landing the desired job.<br><br>The best resumes are brief, easy to scan, on white paper, one page only.  Some sources claim that only two out of 100 resumes result in a job interview; this is especially true for unsolicited resumes.  Few employers read all of the resumes they receive--most give them a quick, 10-15 second glance.  That is why is vitally important that students develop good resumes--resumes that will succinctly describe the student's skills and abilities.  The person reading the resume wants information pertinent to the job vacancy. | |
| **Preparation** | <ul><li>Make copies of student handouts.</li><li>Arrange for access to computers and internet.</li><li>If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li></ul> | |

1. Have students take out a piece of paper and in 5 minutes write down the most important things about themselves that an employer would like to know.
2. Have them share the lists with a partner.
3. Ask the class to share what kind of information they thought was important.
4. Explain to students that when applying for jobs, it is important to have a resume prepared. (Some entry level jobs may not request a resume, but if they have one prepared they can more easily fill out their job application).
5. Explain that a resume is "A short history on one's life", but when writing a resume for a job we only want pertinent history.
6. Distribute B7L1WS1 How to Write a Good Resume. Read through the worksheet with students. Make sure to highlight the parts of the sample resume.
7. Distribute B7L1WS2 Cartoon Character Resume . Explain to the students that they are going to choose one of the top 50 cartoon characters and create a resume for them using the guidelines discussed in B7L1WS1.
8. Give students time to research their cartoon character and create a resume for them.
9. Distribute B7L1WS3 Resume Data Sheet. Review your expectations and requirements, including due dates.
10. Once the students have completed their final copy of the resume, hand out the JMG Pocket Resumes and have them fill all of the information. Include this in their employment portfolio.
13. Collect finished resumes.

| Assessment | The completed resume will be the assessment |
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| Supplemental Activities | • B7L1WQ1 Resume Writing<br>• Have volunteers evaluate resumes and provide feedback to students |